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ABSTRACT

After a long history as a tool of forced assimilation of indigenous populations, education is now a key arena in which indigenous peoples can reclaim and revalue their languages and cultures and thereby improve the academic success of indigenous students. Community-based education offers a means by which indigenous peoples can regain a measure of direct control of the educational process. This book presents a multinational perspective on indigenous community-based educational initiatives. Following an introduction by Stephen May, the chapters are: (1) "Community-Based Education for Indigenous Cultures" (David Corson); (2) "Indigenous Education and the Ecology of Community" (Mark Fettes); (3) "Language and Education Rights for Indigenous Peoples" (Stephen May); (4) "Emancipatory Maori Education: Speaking from the Heart" (Arohia Durie); (5) "Indigenous Community-Based Language Education in the USA" (Teresa L. McCarty, Lucille J. Watahomigie); (6) "The Sociopolitical Context of Establishing Hawaiian-medium Education" (William H. Wilson); (7) "Towards a New Age in Innu Education: Innu Resistance and Community Activism" (James Ryan); (8) "Minorities with a Minority: Language and the School in the Sami Areas of Norway" (Jon Todal); (9) "Miscommunication between Aboriginal Students and Their Non-Aboriginal Teachers in a Bilingual School" (Anne Lowell, Brian Devlin); and (10) "Authenticity and Unification in Quechua Language Planning" (Nancy H. Hornberger, Kendall A. King). (Contains references in each chapter.) (SV)

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